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ABSTRACT

Compiled primarily from bibliographies and reference lists from books about Chicanos in higher education and the social sciences, the bibliography cites 774 published and unpublished works concerning Chicanos in higher education, written between 1943 and 1978 (primarily the 1970's). Other sources include dissertations, journals, monographs, professional presentations, conference proceedings, government publications, reports to government agencies, personal files of educational researchers, syllabi from courses on Chicanos, and computerized bibliographic searches of the Educational Resources Information Center (ERIC) data base, the Sociological Abstracts, and the Social Science Citation Index. The authors' full names are given unless only initials were used in the original work, or the citation is an article in an edited book which already occurs as an entry. Both the order number and length of ERIC documents and dissertations are provided. Unpublished papers and reports are cited with as much information as was available. The materials cover such subjects as participation rates, academic performance, personal experiences of Chicanos in post-secondary institutions, and the roles of Chicanos as aspirants, students, faculty, and administrators in such settings as junior and community colleges, four-year colleges and universities, graduate and professional schools, and alternative Chicano schools. (NQA)

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# CHICANOS IN HIGHER EDUCATION: A BIBLIOGRAPHY

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# Preface

This bibliography is provided for the reader interested in topics concerning chicanos in higher education. An exhaustive attempt was made to identify, collect, and review written materials pertaining to such subjects as participation rates, academic performance, and personal experiences of chicanos (persons of Mexican origin) in post-secondary institutions. The works consider the roles of chicanos as aspirants, students, faculty, and administrators in various settings: junior and community colleges, four-year colleges and universities, graduate and professional schools, and alternative chicano schools. What distinguishes this bibliography is that, except for those marked by an asterisk, all works have been obtained, their contents checked for relevance, and their citations examined for accuracy and completeness of reference data.

This project was launched with the support of the National Chicano Council on Higher Education and funded by an Educational Testing Service (ETS) grant awarded to Carlos H. Arce of the Survey Research Center at the University of Michigan. Supplementary support was provided by the National Chicano Research Network, another research project directed by Arce and sponsored by the Fund for the Improvement of Post-secondary Education. The project's original objective was to compile a comprehensive, annotated bibliography, which was estimated to cover "from 150 to 250 items."[1] Since a manageable number of items was expected, the criterion for including items was broadly defined as works mentioning chicanos, Mexican Americans, or a similar appelative if the author(s) indicated that persons of Mexican origin were included in this categorization.[2] It was also decided that this bibliography would be a more valuable document if works of limited circulation were included, despite the implications this decision would have for item availability.

Sources for the entries were primarily bibliographies and reference lists from books about chicanos in higher education and the social sciences. Other sources included dissertations, journals, computerized bibliographic searches, Educational Resources Information Center (ERIC) documents, monographs, professional presentations, conference proceedings, government publications, reports to government agencies, personal files of educational researchers, and syllabi from courses on chicanos. Both published and unpublished works were considered.

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[1]Memorandum from Carlos H. Arce to Winton Manning, Educational Testing Service, February 15, 1977.

[2]Among the labels used variously and inconsistently by authors in this bibliography to describe chicanos are such generic terms as Spanish-speaking, Spanish surnamed, Spanish heritage, and Spanish origin; Hispano or Hispanic American, Latino or Latin American, and Spanish or Spanish American.

Work was begun in May, 1977, by compiling citations from three core bibliographies on chicanos in post-secondary education: López, Madrid-Barela, and Macías (1976); Pino (1974); and Talbot and Cruz (1973). Reference items were obtained from 11 other bibliographies on chicanos: Altus (1971), Barrios (1971), Durán and Cabello-Argandoña (1972), Gómez-Quiñones and Camarillo (1974), Link (1972), Miranda and associates (1976), New Mexico State University (1975), Nogales (1971), Saldana (n.d.), Sánchez and Nieto-Gómez (1973), and the U.S. Department of Housing and Urban Development (1974). Reference lists from seven books on the higher education of chicanos or minorities were also examined: Altman and Snyder (1970); Astin, Astin, Bisconti, and Frankel (1972); Carter (1970); Casso and Román (1976); Haro (1978); National Board on Graduate Education (1976); and Southwest Network (1974b). Entries were then sought from two bibliographies on specialized topics in higher education: Bengelsdorf (1972), and Shrier and Lavin (1974). Dissertations in the social sciences and education about Mexican Americans were drawn from Teschner (1974, 1976). Materials thus compiled were obtained, their bibliographies examined, and new entries added to the master list.

By July, 1977, about 600 items had been identified and preliminary work on the annotations was completed. At this point, however, it became obvious that the scope of the project was greater than had been anticipated. Accordingly, it was decided to prepare an exhaustive list of materials instead of annotating a limited number of them.

Three computerized bibliographic searches were then performed. The first search was of ERIC documents, and it contributed 50 items; the second using Sociological Abstracts yielded eight items; and the third of the Social Science Citation Index produced 79 items. Issues of the Journal of Medical Education from 1964 to present were also systematically examined. Finally, the personal files and libraries of several educational researchers were screened.

A year later over 1,200 items had been considered; nearly 800 were retained and are included in the following pages. Despite the emphasis on thoroughness, important papers and studies on the subject may well have been missed. We would welcome any additions to our files from readers who can identify such omissions and provide copies of these works, if not widely or easily available. Additions to this bibliography will be published in La Red, the monthly newsletter of the National Chicano Research Network, when numerous items have accumulated. (La Red is available upon request from Marta Díaz, Project Coordinator, Institute for Social Research, University of Michigan, Box 1248, Ann Arbor, Michigan 48106.) It should be clear, however, that the focus of this project is on the chicano in post-secondary education; works concerning chicano elementary and secondary school students or the higher education of minorities in general have intentionally been omitted. A later research effort will provide a volume containing a comprehensive index and annotations for substantive items (about half of those listed). The culmination of this effort is envisioned as an accompanying volume with a dozen chapters, under which major works will be clustered and reviewed.

The items in this bibliography are listed according to the reference style developed by the American Psychological Association in its Publication Manual (1974, 2nd ed.), with slight modifications intended to facilitate attaining a work. For example, the full names of the authors are given unless only initials were used in the original work, or the citation is an article in an edited book which already occurs as an entry. Both the order number and length of ERIC documents and dissertations are provided to permit faster retrieval. Finally, unpublished papers and reports are cited with as much information as was available in order to allow the reader to obtain them. The reader is advised that the author, whose institutional affiliation and address are often found in the annual National Faculty Directory, is generally the best source for unpublished works. The reader is cautioned, however, that some reports which were completed more than a few years ago may no longer be available.

In addition to the funding agencies, my appreciation is extended to several people who helped me complete this project. I most gratefully acknowledge the contributions of Carlos Arce, who recruited me to compile this bibliography and with whom I collaborated throughout the effort. His scholarship, dedication, and guidance were especially valued. I would also like to acknowledge the assistance of Arlene Sanderson, who ordered publications and handled other office tasks efficiently, and Charles Horton, who meticulously assisted with editing and typing the final draft. The professionalism, support, and good nature they consistently provided during the past year were deeply appreciated. I further wish to thank Arturo Nelson for compiling the initial items; Della Santos for researching several obscure references; Janet Albertzart for typing the first draft; Rolando Berrelez for verifying the accuracy of this draft and gathering library materials; and Rodolfo García for contributing reference items, editing the preface, and providing much encouragement. Finally, a special thanks goes to the numerous professors, research assistants, and secretaries--particularly Dianne DeMaria, secretary to Fred E. Crossland of the Ford Foundation--who aided me in obtaining copies of unpublished papers and reports.

Delia C. Leggett

Chicanos in Higher Education: A Bibliography

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